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"We Live in Deeds, not Years; in Thoughts, not Breaths."

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Poetry.

COTTAGE DAYS.

[From the New York Evening Post.]
In a deep and shaded vale,
Where winds a streamlet full and clear,
Stands the old cottage of my heart,
Wrapt in a thousand memories dear.
A thousand memories of the days
Of dreamy and untroubled ease,
When I was young, and walked with Health
And hope among the hills and trees.
Moss gathers on the creaking door,
Within, the swallows mould their nests;
The floor is grown with russet leaves,
And none the spider's web molest.
Yet still, far from the throng and clash
Of the great city's trampled streets,
My fancy flies like a lone dove,
To this dear haunt of rural sweets.
Again I quaff the breath of morn,
Just freshening 'mong the flame-tipt hills;
And list the song of early birds,
And the wild glee of laughing rills.
Or, musing 'neath the lattice porch,
O'er thatched with richly blossomed vine,
I hear the distant tinkling bell,
Or lowing of well pastured kine.
Then comes our Florian hand-creed,
With spritlike loveliness and grace,
To blow us from her converse sweet,
And perfect lily-fashed face.
And arm in arm adown the lane,
Between old daisy laden rows,
We fondly rove—till thickening shades
Proclaim the long day's tranquil close.
Oh! happy days, when life was given
In gentle and Arcadian calm;
When I was meek Contentment's guest,
And felt her kindly soothing balm.
When for my thirst she drew her wine,
From each hill-side sparkling spring,
And found ambrosia in the bush,
Green orchard's autumn offerings.
When all the dewy flowers spent
Scent'd burden'd with a volubrious prayer,
From the woody uplands rose,
The world's sweet praise everywhere.
Tune on my spirit visions through,
Sweet memories of exceeding bliss,
Till in the dense walled daisy mart,
I feel a rural blessedness.

A SEA SICK LADY.—The following letter, purporting to have been found in a bottle, on a voyage from San Francisco to New York, is supposed to be the last adieu of a lady at sea to her inmates at home.

"My Darling Julia!—We are going down! At least so the first mate informs me, very soon; and that kind gentleman advises me to do my little chores before the fatal stroke ends my career on earth. I feel very queer, having eat no breakfast, and my super-jar having gone the wrong way. The waves are rolling mountain high, and our dory stuns us like a cork. The sailors are sick as dogs. I feel very sad. I wished like to take my hat and go ashore. The captain is very kind hearted, and I am so soft shell stomach'd that he is always ordering me 'b'low and I feel constantly like coming up. Oh, if I was ashore, I never come to sea again, never."

Just to plague me, they've been and salted all the water. This morning I was sick to my stomach, and under the salt it was a drink. O you're no idea how salt it was. I asked the mate what the kais was, and he said it was on account of all the pork barrels having leaked.

There, now we're going! I heard the captain say to a large colored gentleman— "You better like the lamps before you go down—and I can feel it too. The ship is pitching, and the sailors are a doing up the sails to take em ashore when the kais comes—what can I do? I want out to the climate, and the water is now damp that cum into me like last night. All you'll ever no about me will be this ere bottle, and you kaint rely upon ever gettin it very certain, the whaler is now thick in this longitude. . . . There we're going down. Now I must seal the bot."

The rest was illegible.
ECCLIASTICAL DEFINITIONS.—A Dutch reformed clergyman and a High Church Episcopalian minister were conversing together one day in the street when a Baptist preacher famous for jests approached them. He laid his hand familiarly on the shoulder of the Dutch reformer, remarking—

"Here is the Gospel! and then placing the other hand on the shoulder of the Episcopalian, he observed— "and here the Law!"

The Episcopalian pointed at the Baptist, and responded—

"And there is the Apostasy between the two!"

The Baptist, coolly walking on, observed, "Domine, I love you one!"
A DEEL SETTLED BY CASE.—A Frenchman was to fight a duel with an American, the conditions were that but one shot should be exchanged, and that the precedence should go by lot. The Frenchman got the first chance, but failed to hit his adversary. As the Yankee lifted his weapon, there came a shout— "Hold, I will lay your shot!" All were astonished at this, but his opponent answered— "What will you give?" "Five hundred dollars." "Nonsense," said the Yankee, "give me two thousand and I will call it square." "Done," said the Frenchman, and the duel was ended.

"Are you afraid of banks failing?" asked the cashier, as Mrs. Partington went to draw her pension. "Banks failing," said the dame, "I never had any idea about it at all. If he gets votes enough I don't see how he can fail, and if he don't I can't see how he can help it." "I meant," said the "banks" that furnish currency for the country. "She stood a moment counting her bills. "Oh you did, did you?" said she; "well, it's about the same thing. If they have money enough to redeem with and heaven knows there's need enough of redemption for a good many of them, and more grace than they allow their customers, they may stand it, but doubtless they are uncertain." She passed off like one hundred and fifteen dollars and seventeen cents fifteen times while pondering what she said in order to catch her meaning—Gazette.

Judge Tancy encounters a Non-Easter.

There is a clause in the Maine constitution granting to "every citizen of the United States" free access to the ballot box. It has been so thirty-seven years. But one day last winter, five silk-gowned slaveholders at Washington, mumbled "opinions" over Dred Scott, in which they assumed to disfranchise half a million citizens of the United States, and among them a thousand citizens of Maine.

The State Senate submitted the matter to the State Supreme Court. The State Supreme Court, restored to the colored citizens the votes which the national one had attempted to snatch away.

Of course the democrats denounced this action. Of course the republicans sustained it.

So they joined issue. Monday, they fought it out.

Well, the republicans swept Maine like a tornado. From Portsmouth to Passamaquoddy it is all one story. Here and there is a fragment or a relic of democracy, but that is all. That unfortunate party have literally gone to pieces.

May they profit elsewhere by the lesson Maine has given them, and remember that if they will have slaveholders for their judges, they must nevertheless have freedom for their jury.—*Albany Evening Journal*.

DOMESTIC RECIPES. The following recipes for articles which took premiums at the State Fair, have been handed us for publication:

The White Bread which took the second premium, was made of flour which was not of first quality. The recipe of it was as follows:—Take four quarts of flour and a piece of butter as big as an egg; pour from the tea-kettle boiling water enough to scald one half of the flour; when the butter is melted, add cold water sufficient to wet all the remaining flour; then add a cup full of yeast, or a cake of dry yeast dissolved in a cup of warm water; set it to rise over night; when risen, in the morning, add a pint of new milk, and more flour mould it well on a board; put it in pans to rise half an hour, then bake one hour. The peculiar merits of this bread consist in the sweetness which sealing the flour develops, and the moist nature of the bread, which renders it good for keeping. When first rate flour is used, the new milk is unnecessary, and then the bread will be good a fortnight.

The Currant Jelly which obtained the premium was made by the following recipe: Wash the currants and stew them a few moments in a preserving kettle; strain the juice in a bag, pressing as much of the pulp from the seeds as you can; measure a pint of juice to a pint of crushed sugar; boil together and skim for ten minutes, then, while warm, place it in the glasses, put a piece of brandy paper over it in a day or two, and set it in a cool dry place. Paper dipped in the white of egg, or gum arabic does not preserve the jelly as well as brandy paper. To press the currents unstewed is harder work than if stewed, and not getting so much of the pulp from the seeds, does not make such stiff, hard jelly; while to put cold juice and cold sugar together and stir, thus making jelly without any heat, leaves it certain to ferment in a few weeks.—*Wag*.

—Senator Pugh, of Ohio, in a speech at Cincinnati the other day, gave the Republicans a hard blow. "They," he exclaimed, "never had but one United States House of Representatives, and even in that one, the last two weeks of the session were spent in quarrelling among themselves as to who should be expelled for obtaining the most plunder."

We have never heard of a case in which the sham Democrats turned a successful peculator out of the party. The greater the "steals," the "sunder" the Democrat is the rule.—*Republic*.

A TRIAL FOR THE OLD CENT.—The Washington Star says that some days ago a produce-dealer in Washington sold a customer a half peck of potatoes for a shilling, and in taking his pay from a quarter dollar, returned twelve cents change. This the customer declined to receive, claiming thirteen cents as his due. A dispute ensued, which ended in the customer getting out a warrant for the old cent, and the case being tried, he recovered it.

—We have the authority of the District Secretary and Agent of the American Sunday School Union, for stating that not a dollar contributed to that institution in aid of its missionary work, has been lost by the late defalcation. Nor will any money thus given in future be diverted from this object to pay any debt arising from the late fraudulent transaction. The society has a Missionary and a Publication Department, and the business of the two is kept entirely distinct. If, in the end, any loss be found to accrue to the society from the conduct of the late Corresponding Secretary, it will fall wholly on the Book Department, which sustains itself independent of funds contributed to the society.

—It is to be doubted whether he will ever find the way to heaven who desires to go thither alone.

—Rest satisfied with doing well, and leave others to talk of you as they please.

Report

Of the Proceedings of the Hancock County Teachers' Institute, held at Bucksport, Monday, Oct. 5th, 1857.

Bucksport, Monday, A. M., October 5th, 1857.
The Teachers of Hancock County, met at eleven o'clock at Lyceum Hall, for the purpose of holding a Convention. Services opened by Prof. Burnham, with reading the Scriptures, and Prayer.

Remarks by Prof. Burnham, on the object of our meeting, the exertions and means that would be used on the part of the Professors to make the session pleasant and instructive, and the capacity on our part, to retain the knowledge imparted by them in the different Sciences, and our ability to practice them.

The importance of Teaching by the most improved methods.—The results arising from such a proceeding, and the necessity of our becoming acquainted with those methods, in order to become good Teachers. Recess of five minutes.

Prof. Chadbourne made a few remarks, stating the object of holding Conventions, and the benefit derived from such meetings, the knowledge obtained by Teachers in the Sciences usually taught in District Schools, and the proper manner of governing Schools. Adjourned at twelve o'clock.

MARTHA A. CONN, Bucksport.

AFTERNOON.

The Institute convened at half-past one. Opening remarks were made by Prof. Burnham.—If we were studying medicine, we should study man; that is, we should investigate those laws which govern the physical constitution of man; that we may know what remedy to prescribe, when those laws are broken. We are here this week to study the mind and its diseases, for in order to treat the mind aright, we must thoroughly understand the laws which govern it. If you wish a child to be interested in what you teach him, present a motive for study, for motive is to the mind, what force is to matter. We should know the order of thought. The first emotion of the mind is unity, the second comparison, therefore to teach a child we must commence where he commences, at unity. The fundamental principles of Arithmetic—Addition and Subtraction—are received by the mind of the child without effort; for instance, he knows that he can hold more in both hands than in one, he also has an idea of Subtraction when an object is taken from him.

A child is an imitative being, he learns to count by hearing others, but he mistakes the name of the number for the name of the thing. We should teach him that 2 is 2 because it is next to one, that 3 is 3 because it is next to 2, &c., and that the last number named is the sum of the whole. A child cannot tell how much 2 and 2 are when he can count one hundred, for his mind has not been directed to the combination of numbers.

The law of progress is, to use what you have to get more. In teaching there is nothing new; we teach as we were taught to work by our parents they taught us to use our own powers, to accomplish what we wished, so a teacher should not think for the child, but let him find his way. The science of Mathematics is reflective.

It is useless to try to induce education farther than you can induce reflection.—After a recess of five minutes Professor Chadbourne made some remarks upon the necessary qualifications of a teacher. First the teacher must possess an abundance of learning, just keeping ahead of your class has nothing of excellence in it. No teacher can be successful without reviewing those studies which he intends to teach, in order to bring up an abundance of illustrations.

We should have nothing to do with the questions laid down in the book.—They should rather be drawn from our own minds. The teacher who confines himself to the text book cannot retain the respect and confidence of his class.—The next necessary qualification is fluency. Learning which you cannot express is like money in the depths of the ocean; we want the ready cash. Conscientiousness is the third quality. Those things that benefit the pupil most, are lost sight of by community, but they control the future destiny of the child. The true teacher is a constant learner; this is the fourth characteristic. The next is to know what to keep back from the scholar. Some do not know the difference between thoroughness and cramming.

Next, the teacher must not be over critical. Criticism should not be used till you are well acquainted, and then in such a manner as not to injure the feelings of the pupil. Next, we must open the senses of our scholars. Life is measured by the ideas that pass through the mind, not by rolling suns. Some persons enjoy more of life in one day than others do in a year, for they are wide-awake to everything that is good and beautiful around them. The senses are the avenues by which knowledge flows to the soul; then they should be trained. The Indian will vie in eloquence with our best orators. Why is this? Because he is an accurate observer of nature; we are not.

Sciences are of four kinds. First, the Science of Expression; under this head are Philology—the study of words and sentences, and Rhetoric—the power of using language to produce effect. Second, the Science of Duties; in this Science are considered Morals, which teach our duty to God, and Politics, which teaches our duty to our neighbor. Third, the Science of Independent Investigation; it is called Independent because it can be pursued under great disadvantages; under this head are Metaphysics and pure Mathematics. A Recess, after which Prof. Burnham spoke of educating the mind.

Train the mind so that the individual will learn to be independent. You should not give the child too long a lesson for it will discourage him. Then a few ideas on Mathematics were presented. If a straight mark represents unity, a crooked mark may represent more than unity. But what kind of crooks shall we use? Just what we agree upon. If we should invent a new character for every combination of numbers, we must have an infinite number of characters. This will never do; we will stop at nine. We associate events with time and place. We will therefore agree that 9 in one place represents 9 units, in another place 9 tens, &c. In addition things of the same order must be combined. Carrying is merely placing a number where it belongs.

Next, recess—Then remarks by Prof. Chadbourne.—The Fourth kind of science is Natural Science, which is subdivided into Natural Philosophy, Natural History and Chemistry, which runs through these two. Natural Philosophy treats of matter in masses. Natural History treats of the earth itself as one mass, and of the animals, plants and minerals. Chemistry treats of the atoms of matter, and of the forces that play among them. It takes the masses of Natural Philosophy and pulls them apart. Natural History is divided into three parts: Zoology, Botany and Mineralogy.

Physical Geography is Modern Geography, or an account of the present appearance of the earth. Geography is of three kinds: Mathematical, Physical and Political or Topographical Geography. Spelling must be learned while the child is young or not at all. The same of Political Geography, for then the memory is most active. Those secretaries and adjourned. JENNY BLAKE, No. Carmel.

EVENING.

Convention opened at 7 P. M., by Prof. Charles G. Burnham, who made some very appropriate remarks relative to the object of the Convention, and then proceeded to notice the duties of its several members.

He endeavored to impress upon our minds the importance of using our best exertions, while here to prepare to discharge our duties as teachers. Fully. He then spoke at some length upon the importance of having teachers of the right stamp to take charge of the young pupil. The child receives impressions very easily; more so than the student of more mature years; hence the necessity of using more care in the selection of teachers for our common district schools, than for our higher schools and academies.

Parents should inquire into the character of the teacher into whose hands they intrust the training and educating of their children. And then they should visit them in the school room, and see for themselves what progress their children are making; and also observe what kind of moral culture they are receiving. But it is not so. Parents do not seem to have any care for their children, save to supply them with books and send them away to school. It is an undeniable fact, that fathers generally manifest more concern about the management and training of their horses and oxen, than in the education and moral culture of their children;—those dear little creatures whom God has given them to rear for some high and noble purpose.

They will not even intrust the cultivation of their fields to others, without due regard to the manner in which it is carried on; but their children, those miniature men and women, beings whom an All-wise Providence has placed in their hands to be educated for a future world, they send away as though of minor importance. What a sad mistake is this! The negligence of their duty to children in this respect, has been the means of bringing the gray hairs of many a parent with sorrow to the grave.

It is sincerely to be hoped that parents will, ere long, discover this great error, and correct it. Why do so many men, and especially young men, fail in business? Simply because they have not been properly educated. A man, to do business successfully, must have a good education; and then, he has a good capital to begin with. An abundance of knowledge is of great importance to the business man, as well as to the teacher. The teacher should study well the character of the pupil under his tuition. This is his special duty. He will then be better able to judge rightly concerning each individual.

He should understand the physical, intellectual and moral powers of his pupils, in order to know how much each can bear; hence the necessity of an acquaintance with Mental Philosophy.

Prof. B. then spoke of the pupil's being thrown upon his own resources. He said it depended very much upon the exertion the pupil had made, whether it would be best to refuse to assist him. Some would bear much more labor than others; and with greater ease. Dr. Weatherston, when a schoolboy, was sent to his seat by his teacher, with a problem in Algebra, five times, and at last he solved it without any assistance. There is such a thing, however, as throwing a child too much upon its own resources. The teacher should be very careful in this matter. Education consists in drawing out thought, or inducing reflection.

The great fault of teachers was that they went over too much ground, and were not thorough enough; here the scholar loves what little he does learn in a very short time. If we wish to interest and instruct children we must come into their world, and then there will be some prospect of success; otherwise there will be a great amount of time lost, if the effort does not prove entirely vain.

We must modify theory so as to reduce it to practice. We should be vigilant and firm, and accomplish what we promise. We should be to our pupils what we should wish a teacher to be to us. The secret of success is attention to business. Always attend to your business, let it be what it may.

Adjourned, after appointing reporters for the day. EUGENE T. THURSTON, Kenduskeag.

TUESDAY, October 6th, A. M.

Exercises commenced by the reading of the Bible, and Prayer.

We then listened to the reports of the exercises of the preceding day. They were highly complimented by Prof. Burnham, and held up as model reports. The remark was then made, that the amount of knowledge a person possesses, can be learned from their manner of reporting. Confidence is the grand stepping stone to success. Uniformity is very desirable in any position, and in the school room it should be strictly observed. Defiance in sacred matters, always leaves a favorable impression. If a Teacher is ashamed to portray the beauties of religion to a pupil, he ought never to have a pupil; for a person should commence life with the principles of Christianity at heart.

Recess.—We next listened to remarks on reading, by Prof. Burnham; a branch that receives the least attention, because we consider it of but light importance. Formerly, loud, and even rapid reading, was considered a mark of a good reader, and even now the standard of good reading is rarely fixed.

The reason we give it but a passing notice, is because we are not accomplished readers ourselves, and it is a predominant motive with us, to neglect what we are incompetent to teach. But instead of being in the rank it now is, it should be considered superior; for the influence of man, depends on his ability to read and speak well. We must drink in the spirit of the author, in order to appreciate his works. The influence of books is great.

We commence with the wise and great of every clime through this silent medium, and receive impressions as lasting as life.

Pupils do not know what we mean by "studying the lesson." Give them a paragraph; point out the leading thoughts, and give them something to think about. They have too much ground to go over.

An incident was then related to show the erroneous ideas of parents on this point. We would not recommend a book higher than the third reader; then there is no aiming at attaining the highest class. Take care that pupils secure something at every lesson. If the class is large, let only a part read, and then question them thus upon the subject read; and thus secure the attention of every scholar. Impress them with the idea that it does not depend so much on the amount read, as on the manner of reading.

In attempting to teach a child his letters, first get him interested in you, by showing him that you are interested in him, and he will learn them at once. Teach him to put them together as he learns them. Cleanliness in pupils teaches them to respect themselves. Seek to inspire them with the necessity of it.

An effort to come down to the capacity of a child, carries us up. When the child is learning to read, learn him to spell, and he will be every where a learner, for thus we learn ourselves. Ever avoid hearing a spelling-lesson in such a manner, that the scholar will spell by the jingle.

Prof. Chadbourne on the stand.—The cause of Grammar's being so dry is, that no attempt is made to throw life into it. Children think that Grammar makes the language. They do not believe that Edward Everett is not compelled to conform to the Grammar. If the teacher would speak our language correctly, he must go back to these authors. Such men as Webster and Everett give law to the language. They make a new word, and we dare not question it.—They advance new ideas, and Grammarians gather up these ideas; thus we have the Grammar. The teacher must "disabuse" his own language. He must select standard authors, and read them again, and again. We ought, as teachers, to remain ignorant of many books that are published, until we have studied models. When a new book is issued, read old ones. If a teacher has a class of small scholars, he should seek to "simplify" his ideas, to make him understand; and as an inducement to study, point him to some great author for imitation. Excite his ambition, and you have secured an interest. Be careful to employ words he can define; if not, define them.

The pillars of the language are the noun and the verb. The noun expresses by its form, person, gender, number, and case. The child, by word or action, uses either the noun or verb. There is nothing in the nature of the noun, to prevent changing its form; but for the sake of convenience, we employ the adjective. It is proper to ask questions, that call for the answer "I don't know," for the reason that nobody knows; but take care that the pupil does not come to the conclusion too soon. After the scholar has some idea of the noun, proceed to something else, until a skeleton is drawn; then go back, and fill it up. Interchange Grammar and reading, and thus keep the subject before them. Call on one pupil to point out one part of speech, and another, another.

We next listened to Prof. Burnham.—The impressions made upon the mind are lasting. If we cannot describe an object, we can often tell what it is like; if we can find no similar object, we cannot describe it.

There are three things which form the fundamental ground-work in the acquisition of knowledge—impression, comparison, and individuality. We gain the elements of language through the medium of sound—by motion we combine these sounds, and get language. We often find that the child uses things for the sake of learning their names. The way to success in this department, is in making words practical.

We then had an exercise in Addition. Ideas suggested, that things of the same kind must always go together. Sameness is the foundation of society. In adding a column, it was deemed expedient to drop the ten as soon as you get it. The system of "casting out nines" was brought up. How do you do it? If you carry one, it belongs to the number preceding; therefore if you carry one for ten, it belongs to nine. If we add from right to left, we have one combination; if from left to right, another.

Lastly, govern your school by the principles of the Bible. Let that volume lie constantly on your desk, with the impression constantly in the minds of [Concluded on page 3d.]

The Law of Newspapers.

1. Subscribers who do not express notice to the contrary, are considered as willing to continue their subscriptions.
2. If subscribers order the discontinuance of their papers, the publisher is not to send them until all arrearages are paid.
3. If subscribers neglect or refuse to take their papers from the office to which they are directed, they are held responsible till they settle their bills; and order the papers discontinued, as 4. If any subscribers remove to another place without informing the publishers, and the papers are sent to the former direction, they are held responsible.
5. The courts have decided that refusing to take a newspaper from the office, for removing and resending it unsolicited for, is prima facie evidence of intentional fraud.

JOB PRINTING

Executed at this office with neatness and dispatch. Posters, Shop-bills, Blankets, Circulars, Bill-Heads, Programmes, Receipts, By-Laws, Court Dockets, Envelopes, Labels, Cards, &c. &c.

Evening services commenced at 7 o'clock. Singing by the Choir.
Lecture on School Government by Prof. Chadbourne. He said, first, schools must be governed. Reasons—1st, That they may be profitable; in other words, that the scholars may make rapid and thorough improvement. 2d, Our Government is republican, and no individual is fitted to govern unless he has been governed, or has learned to obey.—How shall they be governed? Village philosophers will give thousands of rules, but they fail in nine cases out of ten. Formerly, great size and physical force were considered essential to success in this respect. The public mind has become more enlightened, and such qualities in the teacher as the following, are considered more effectual in securing and maintaining government:—1st, Ability to interest the scholars. They will ever be busy about something—whispering, pinching, snapping paper balls, unless their attention is engaged in some interesting exercise. 2d, Self-control. Teachers should be calm, and collected under all circumstances. That teacher who can say to a scholar, I shall punish you for this offence, and promptly do it, has an element of success. 3d, Kindness. We may chain a tiger and lead him with chains, but never can change him to a lamb. No more can we make good children by the slavish chains of fear—must get hold of their affections, and excite the higher emotions of the soul. 4th, Uniformity. If laws and rules are broken, penalties should follow, and be as sure as the result which follows the presumptuous act of putting the hand into the flames, or jumping from some high elevation. 5th, They should show no partiality, should treat all alike; that is, just as the physician treats his patients, as their respective wants demand. 6th, Teachers should have a large share of that most invaluable and uncommon thing called common sense. Good common sense is considering and dealing with the world as it is.

These are essential qualifications, which may be considered more immediately under the control of the teacher, and which Prof. Chadbourne thinks essential to the proper government of schools.

Professor Chadbourne then spoke of some points which teachers think are beyond their control, but which he thought came within the sphere of every teacher's duty.

1st, Proper care of the school-house. Everything educates, and it is too true that many of our school-houses educate for the haunts of degradation. The school-house should be an object, and the school-room a place, the appearance of which would impress the mind with the principles of virtue and sound morality. It is the duty of the teacher to keep it so.

Teachers should know how their scholars are governed at home. For this reason they should become acquainted with the parents. This will assist in sustaining them in the community.

Teachers should know the natural dispositions of scholars. Most districts have one knowing scholar. He is always finding fault with the teacher. The best way to get rid of him, is to let him alone. Manage bad scholars by continued kindness. Show them that you have confidence in them. Impose upon them some important trust, and in most cases they will not violate it.

A few Special Items.

Be as familiar with your scholars as you can and govern them. Need not be afraid of a laugh or a joke. A teacher should be respected for his office. After all, corporal punishment will in some cases be necessary; but it should be so administered as not to degrade, or cause the scholar to lose his self-respect, and especially never to cause bodily injury. Never encourage tattling.

After teachers have done their best, people will find fault. Don't let it trouble you. You are put into the school to form character, and after having discharged faithfully your duty, rest secure.

appreciated in the community where he is laboring, he will surely seek some other field of usefulness, and thus, by your own negligence, will you lose what is more valuable than gold.

Two people may differ and dispute for wisdom, but the first, in good schools, scholars obey without knowing why. Power, and yet both be right, and both wrong. Prof. C. here related an anecdote which came under his observation, proving the foolishness of people being so tenacious of their own opinion. It was concerning an old gentleman, who talked from 9 A. M., till 9 P. M., and going without his meals, in order to have his political principles understood and believed.

Had a short exercise in Parsing. A few sentences were selected and the best method of disposing of them considered. 1st—"What time the moon had hung her lamp on high." Decided that "what time" refers to a particular time, and should be read, "at the time when."

When is an adverb and qualifies hung. 2d—"Their eyes blue languish and their golden hair." Decided that *languish* is a noun. Should read "blue eyes of languish." Should be apostrophe after eyes. 3d—"Who nurse the tender thought to reason and on reason build resolve, (that column of true majesty in man)." Resolve is what makes man noble—is what sent Dr. Kane to the Arctic seas. Decided "to reason" to be verb in the infinitive mode.

4th—"Silence and Darkness. But what are ye." Should be interrogative point after ye, and period omitted. Ye refers to Silence and Darkness—an address is made. What is an interrogative. Other sentences were named, too numerous to mention.

Recess of five minutes.—Then Prof. Barnham took the stand and gave an exercise in Arithmetic; considered mixed and compound numbers in Fractions; gave an example by reducing lbs. to grains by a short and convenient process.

Then considered Proportion. Proportion rests upon equality of ratio. The product of the extremes are equal to product of means. There can be eight changes performed on a question in proportion. Change of ratio does all at the proportion, if you keep them equal.—Performed an example to illustrate this. Aligned at three o'clock, and visited Fort Knox. Passed three hours in examining its grand and beautiful structure. Came home, we trust, wiser and better in all respects. ELIZA P. GROSS.

North Backport EVENING.

The combined wisdom of Hancock Co. Convention assembled.—In consequence of our delightful afternoon's excursion all were in fine spirits; our cheeks glowed with the rosiness of health; hope, the sheet-anchor of happiness, filled each heart, and soft eyes looked love to eyes which spoke again, when Prof. B. sounded the bell and called us to order.

First exercise, Singing. This is one of the most beautiful and healthful exercises, when properly performed. It expands and strengthens the lungs and renders them less liable to disease. It also elevates the moral character to engage in devotional singing. It elevates us above the cares and perplexities of life, as it were into a higher and better sphere.

Next lecture by Prof. C. Subject, Chemistry of Common Life. Spoke of the various professions and occupations of men, and made some apt illustrations of their peculiar characteristics. The Geologist is delighted when he finds old bones of monstrous animals that lived and died long before Adam was created. The Linguist is overjoyed when he finds a passage from some language long since dead; yea, and already stinketh. Told us of the power and beauty of that Chemistry which enables rough men to sell gold watches cheap, and the green ones cheaper. He then spoke of the gases of society; certain kinds of gas very useful when in skilful hands. He warned us not to handle it, for if we did we should be blown sky high. Boasters were considered as belonging to this gassy part of community. The boaster represents himself as being very firm and solid, but when he is carefully analyzed he is found to consist of sixty parts gas and the remainder wind.

Women were reckoned among the gasses, but we think the lecturer himself was just a little gassy here; for if women are gas at all, they must be exhilarating gas, and quite pleasant to the receiver.

Some elements have no power to withstand forces. They are like the dough-putty men, who can be handled and moulded by any one.

We have also that much unspiced class the grumblers—their health much worse and always expect to be so. In Maine every town now, has its grumbler general; the only officer not at the disposal of the chief magistrate.

Electricity is one of the most wonderful of forces. By means of this force, we are enabled to talk with friends though thousands of miles distant.

There is a sympathetic current from heart to heart, more potent than electric fire. Some men are like fortune tellers. In the superabundance of their wisdom, they can tell us all about our affairs, but never succeed in their own.

Told of the many ills that afflict us

at the present day. Mormonism, Bloomerism and Woman's rights conventionism. I would add Spiritualism and Free Loveism. Of the overbearing and sad effects of indulging in gross and impure thoughts. Indulging or harboring one impure thought will leave a stain on our souls which time can never efface.—Very important that we should be able to read the various characters, that we may stimulate the slow, check the fiery, encourage the weak, give the croakings of the grumbler their due weight, and fortify ourselves against the preachers of all isms. H. B. WARDWELL.

Pemboscet. FRIDAY, A. M., Oct. 21st.

First exercise of the morning was reading the Bible, upon which Prof. B. made some remarks, and requested teachers to open their schools in the same manner, and to have it understood by the school, as a devotional exercise, after which singing and prayer by Prof. B.

Prof. C. then resumed the exercises by answering the following questions: Question 1st related to the pronunciation of proper names, for which he said no definite rules could be given, but must be pronounced as they are in the place where they belong. Ques. 2d, Ought teachers to sit up late on Sunday eve, as to omit them for the duties of the following day? His answer was, "Half past nine ought to find every teacher in bed. Ques. 3d, Should teachers appear natural or put on a ministerial face, when they appear before their pupils? Ans. Yes, in every thing.—Kindness of heart lies at the seat of all good manners.

Ques. Will gold diminish in weight by being heated? It probably does, as do all metals. At a recess of five minutes Prof. C. resumed the subject of Physical Geography. Spoke first of the Periodical winds, or those which regularly prevail at a certain time of the year or day.

Spoke of the Monsoons of the Indian Ocean, the Etesian winds of the Mediterranean, and the land and sea breezes as being of this class. The Monsoons are regular periodical winds which sweep over the Indian Ocean and Hindostan, changing their direction after an interval of six months, as the sun is in the Northern or Southern hemispheres; hence the name, season winds, or monsoons. Spoke of them as being a modification of the trade-winds, occasioned by the position of the sun in different seas, the openings in the clouds separating the Indian from the Pacific Ocean, the interposition of the Asiatic continent and the rarefied atmosphere of Africa. Spoke of the Etesian winds blowing from the N. E. for about six weeks throughout the Mediterranean. Spoke of the land and sea breezes as being caused by the unequal heating of the land and sea. Spoke next of Hurricanes and there being three hurricane regions, namely, the West India, Indian Ocean, and the Chinese sea. Spoke next of clouds and of their forms, and of the Empire of the Air as being a fine study, and saw for the amusement of his pupils. Spoke of rain as being produced by the condensation of vapor, and of the unequal distribution over the earth's surface.

Prof. C. spoke of evaporation, that it takes place at all temperatures, and that the water scale as being the process which takes up the water and distributes it over the earth.

Spoke next of the crust of the earth, and that while elephants and mastodons make up but a small part of it, the shells have made thousands of miles. After a recess of five minutes Prof. C. commenced by saying that the time he was to be with us was short, and of necessity must pass many things of which he would like to speak, but would say in regard to the amount of time, that it was arranged for his grand didactic, nearly 1st, Vertebrated. 2d, Articulated animals. 3d, Mollusca. 4th, Invertebrated animals. 5th, Plants. 6th, Animals. 7th, Minerals. 8th, Rocks. 9th, Fossils. 10th, Geology. 11th, Cosmology. 12th, Meteorology. 13th, Astronomy. 14th, Botany. 15th, Zoology. 16th, Anatomy. 17th, Physiology. 18th, Hygiene. 19th, Medicine. 20th, Surgery. 21st, Dentistry. 22nd, Pharmacy. 23rd, Veterinary. 24th, Agriculture. 25th, Horticulture. 26th, Forestry. 27th, Fishing. 28th, Hunting. 29th, Trapping. 30th, Domestic Economy. 31st, Law. 32nd, History. 33rd, Geography. 34th, Chronology. 35th, Cosmography. 36th, Topography. 37th, Ethnology. 38th, Linguistics. 39th, Philology. 40th, Poetics. 41st, Rhetoric. 42nd, Music. 43rd, Painting. 44th, 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